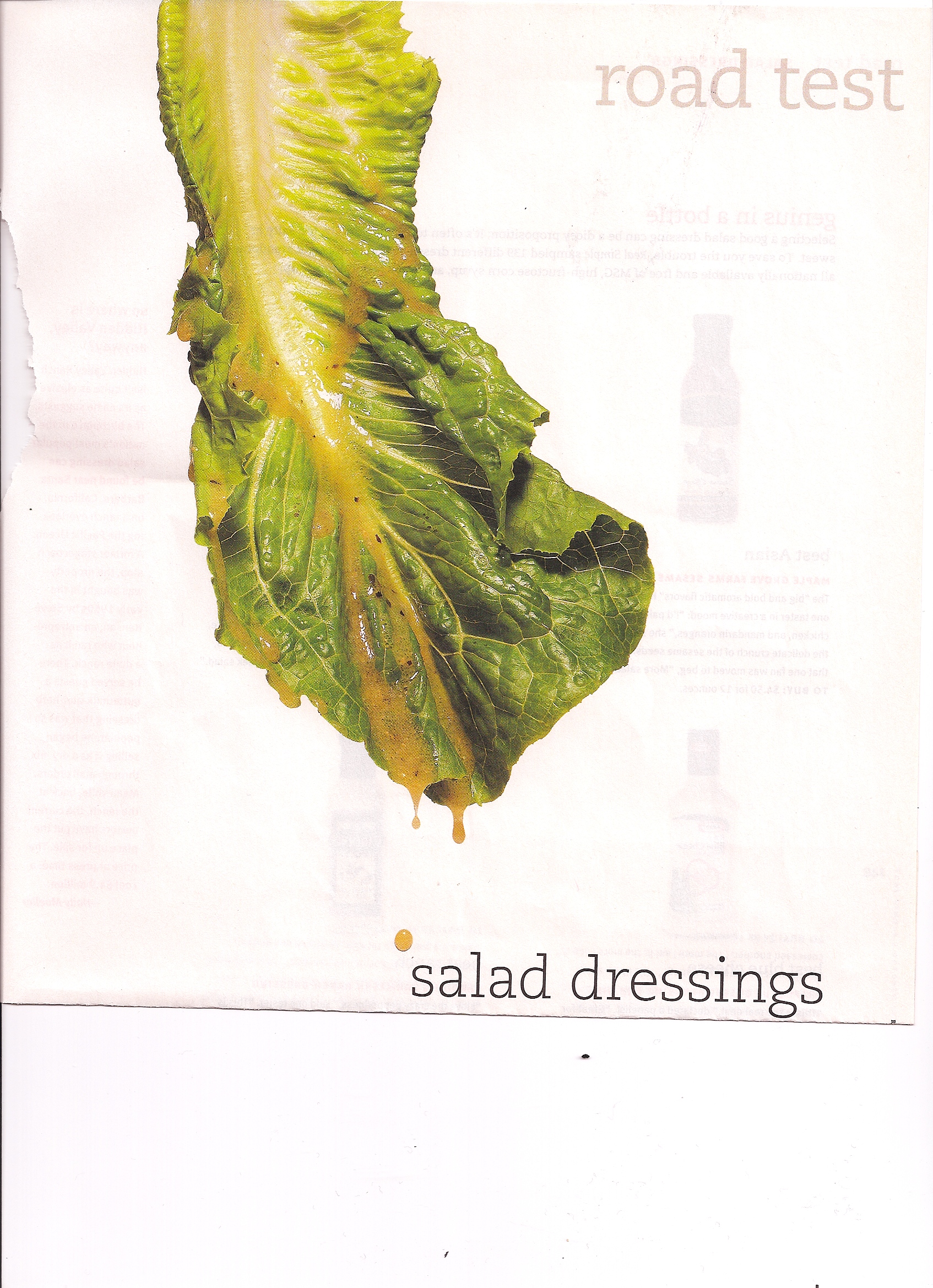
**Poetry-Figurative Language with spinners and magazines**

Preparation:

* *Prior to this lesson, I’d done reading lessons on similes (finding examples in their books). We’d also done examples of personification, alliteration (using tongue twisters as an example), and a little with imagery (5 senses to describe).*
* *I also created a spinner board for each pair of kids with some of the figurative language words on it and a picture from a magazine. You can use construction paper or a manilla folder might be even better (see below). I laminated the boards.*

1.) I cut out a large picture from a magazine and asked the kids to tell me what they saw.



Some answers were: “a green leaf, A salad with brown salad dressing…”

2.) Then I asked them to use replacements for some of the words they used to describe the picture.

Here were responses:

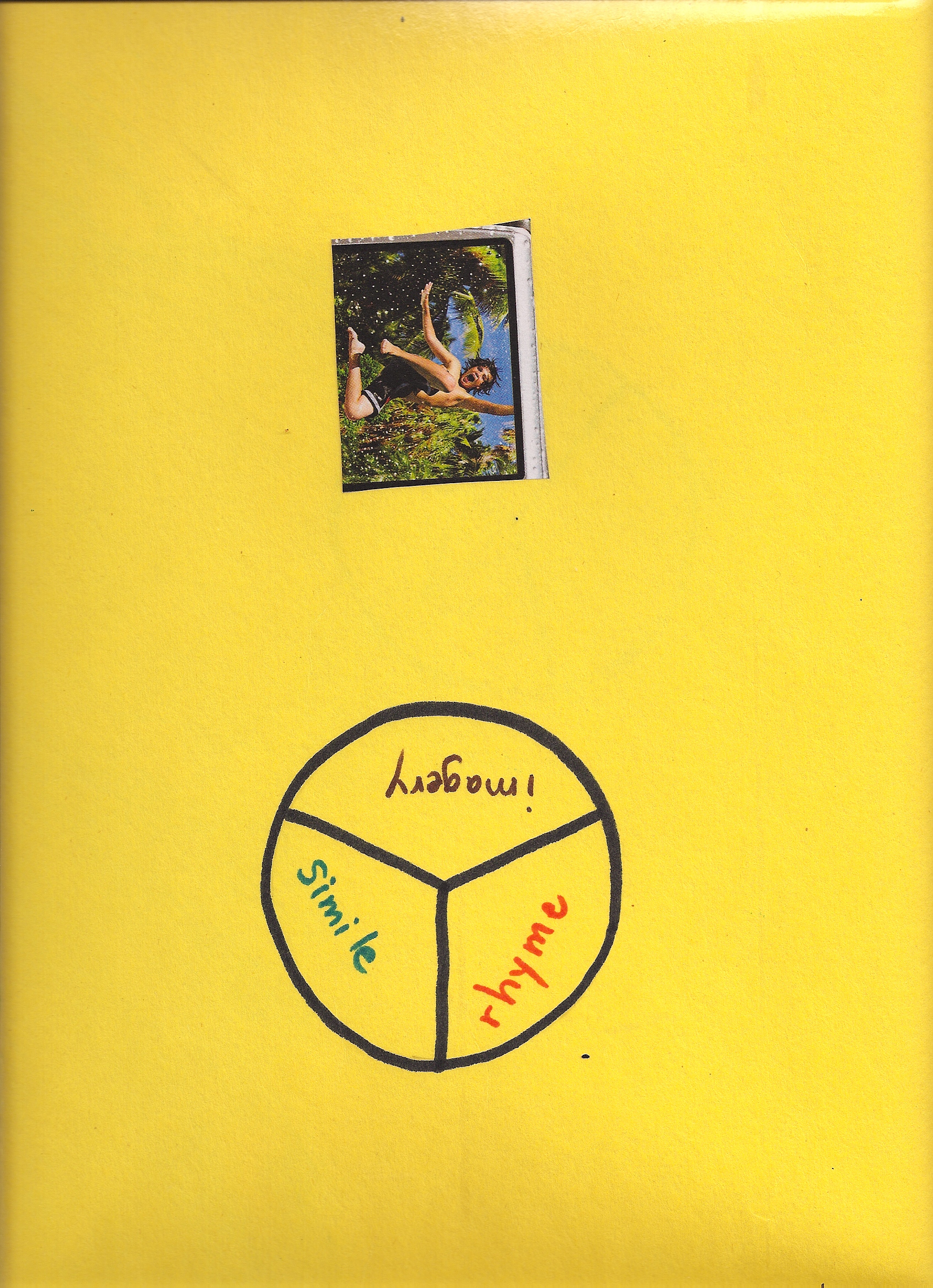
**Imagery**: There was a lonely piece of lettuce dripping delicious salad dressing that is the color of a cardboard box.

3.) The next thing I did was ask if they could make a simile, rhyme about what they saw in the picture.

**Simile**: The salad dressing looks like the color of sunset. **Rhymes**: The color is green. It’s so mean. -Jay The color is ripe and green. The lettuce is very clean. –Abria

4.) Then we did the same thing with another picture from a magazine.

5.) Next, the kids worked in partners with the spinner boards (use a paperclip and a pencil to create the spinner) to spin to determine which type of figurative language they had to use to write about the picture. They wrote directly on the game board with a wet erase marker (so the boards can be reused later).



6.) Groups shared their examples.

7.) I made posters with the names of figurative language on them and the kids wrote in marker on the posters their examples from the game boards.

8.) On the back I made a spinner with numbers instead of the figurative language words/writer’s craft elements. I plan to use that the get them to revise their poems and add different types of figurative language. For example I might write on the board 1=imagery, 2=repetition, 3=line break. Then they’d have to spin and whatever number their spinner landed on, they have to try to add to their writing.